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AUTHOR Lewis, Laurie L.; Farris, Elizabeth
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ABSTRACT

This survey examined trends in enrollments in undergraduate humanities courses. The survey gathered information from 481 (out of 494) colleges and universities about course offerings and enrollment in fall 1988 for full-time and part-time undergraduate students in six subjects: English and American literature, foreign languages and literatures, history, philosophy, religion, and English composition. Data were combined with fall 1980 and fall 1985 data to allow comparisons of enrollments across time. During the period from 1980 to 1988, undergraduate humanities enrollments grew at a slightly greater pace than total undergraduate enrollment. Most frequent course offerings at two-year colleges were composition/writing, remedial/developmental composition, English and American literature, and history. Most frequent course offerings at four-year colleges and universities were English and American literature, composition/writing, history, foreign languages and literatures, and philosophy. Except for English composition, enrollments per 100 students in four-year colleges were higher in private schools than in public schools. Appendices contain detailed tables, technical notes, and a copy of the survey questionnaire. (JDD)

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UNDERGRADUATE COURSE OFFERINGS AND ENROLLMENTS IN HUMANITIES

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Higher Education Surveys

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Higher Education Surveys Report
Survey Number 11
June 1990

A Survey System Sponsored by the National Science Foundation, the National Endowment for the Humanities, and the U.S. Department of Education

HIGHLIGHTS

Results of a spring 1989 survey offer the following information about undergraduate humanities course offerings and enrollments in U.S. colleges and universities in fall 1988. Data from this survey were combined with data from an earlier HES survey for fall 1980 and fall 1985 to allow comparisons of enrollments across time.

TWO-YEAR SCHOOLS

- Undergraduate humanities enrollments at two-year schools grew by 393,000 enrollments from 1980 to 1988. Humanities enrollments per 100 students showed statistically significant increases during this period for two subjects: philosophy and remedial/developmental composition.

- In fall 1988, there were approximately 2 million humanities enrollments in two-year colleges. During this same period, there were about 4.6 million undergraduate students enrolled in two-year colleges. Two-year schools enrolled 43 percent of the undergraduate students, but had only 30 percent of the undergraduate humanities enrollments in fall 1988.

- Across all subject areas, two-year schools had 42.9 humanities enrollments per 100 students in fall 1988. Course enrollments per 100 students in specific subjects in fall 1988 were as follows: composition/ writing, 16.4; history, 9.1; remedial/developmental composition, 7.7; foreign languages and literatures, 4.4; English and American literature, 3.6; philosophy, 2.6; and religion, 1.8.

FOUR-YEAR SCHOOLS

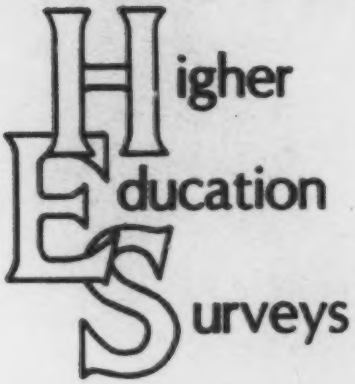
- Undergraduate humanities enrollments at four-year schools grew by 316,000 enrollments from 1980 to 1988. Humanities enrollments per 100 students showed no statistically significant changes from 1980 to 1988 for all four-year schools grouped together. There were small increases and decreases in some subject areas from 1980 to 1985, and from 1985 to 1988, but these changes were usually offset by changes in the opposite direction during the other time period, resulting in a net effect of no change from 1980 to 1988.

- Except for foreign languages and literatures, there were more courses offered at the upper division level than at the lower division level at four-year schools. Even so, enrollments were concentrated overwhelmingly at the lower division level. Lower division enrollments were generally two to three times higher than upper division enrollments.

- In fall 1988, there were approximately 4.6 million humanities enrollments in four-year colleges. During this same period, there were about 6.1 million undergraduate students enrolled in four-year colleges. Four-year schools enrolled 57 percent of the undergraduate students, but accounted for 70 percent of the undergraduate humanities enrollments in fall 1988.

- Except for English composition, which showed no statistically significant differences, enrollments per 100 students in fall 1988 at four-year colleges were higher in private schools than in public schools. Differences by four-year school type were not so clear cut, with baccalaureate schools showing the highest enrollments per 100 in about half the subjects, doctoral schools showing the highest enrollments in one subject, and no statistically significant differences occurring in the remaining subjects.

- Across all subject areas, four-year schools had 75.1 humanities enrollments per 100 students in fall 1988. Course enrollments per 100 students in specific subjects in fall 1988 were as follows: history, 17.5; composition/writing, 16.3; foreign languages and literatures, 14.4; English and American literature, 11.7; religion, 10.4; philosophy, 7.9; and remedial/developmental composition, 4.1.



UNDERGRADUATE COURSE OFFERINGS AND ENROLLMENTS IN HUMANITIES

Sponsored by:

The National Endowment for the Humanities

Report prepared by Westat, Inc.

Laurie L. Lewis, Survey Manager
Elizabeth Farris, Project Director

Higher Education Surveys Report
Survey Number 11 June 1990

TABLE OF CONTENTS

	Page
INTRODUCTION	1
HUMANITIES COURSE OFFERINGS	3
Percent of Schools Offering Courses	3
Number of Courses Offered in Fall 1988	4
NUMBER OF ENROLLMENTS IN HUMANITIES COURSES	5
Fall 1988 Enrollments	5
Fall 1980 and Fall 1985 Enrollments	5
Changes in Enrollments from 1980 to 1988	5
HUMANITIES ENROLLMENTS PER 100 STUDENTS AT TWO-YEAR SCHOOLS	7
HUMANITIES ENROLLMENTS PER 100 STUDENTS AT FOUR-YEAR SCHOOLS	8
English and American Literature	9
Foreign Languages and Literatures	10
History	11
Philosophy	11
Religion	12
Composition/writing	13
Remedial/developmental Composition	13
SUMMARY	15
Appendix A: Detailed Tables	A-1
Appendix B: Technical Notes	B-1
Higher Education Surveys (HES)	B-3
Survey Methodology, Humanities Enrollments Survey	B-3
Reliability of Survey Estimates	B-3
School Type Relationships	B-4
Appendix C: Survey Questionnaire	C-1

LIST OF TABLES

Appendix Tables		Page
A-1	Humanities course offerings and enrollments in selected humanities subjects at two-year colleges (N = 1,200), by subject	A-3
A-2	Number of enrollments in selected humanities subjects in fall 1980 and fall 1985 at two-year colleges that offered the courses that fall, by subject	A-4
A-3	Changes in enrollment per 100 students from 1980 to 1985, 1985 to 1988, and 1980 to 1988 in selected humanities subjects at two-year colleges that offered the courses, by subject	A-5
A-4	Humanities course offerings and enrollments in selected humanities subjects at four-year colleges and universities (N = 1,630), by subject and level	A-6
A-5	Number and percent of four-year colleges and universities that offer courses in selected humanities subjects, by subject and institutional characteristics	A-7
A-6	Number and percent of four-year colleges and universities that offer lower division courses in selected humanities subjects, by subject and institutional characteristics	A-9
A-7	Number and percent of four-year colleges and universities that offer upper division courses in selected humanities subjects, by subject and institutional characteristics	A-11
A-8	Number of course offerings and enrollments in selected humanities subjects in fall 1988 at four-year colleges and universities that offered the courses in fall 1988, by subject and institutional characteristics	A-13
A-9	Number of lower division course offerings and enrollments in selected humanities subjects in fall 1988 at four-year colleges and universities that offered the courses in fall 1988, by subject and institutional characteristics	A-14
A-10	Number of upper division course offerings and enrollments in selected humanities subjects in fall 1988 at four-year colleges and universities that offered the courses in fall 1988, by subject and institutional characteristics	A-15
A-11	Number of enrollments in selected humanities subjects in fall 1985 at four-year colleges and universities that offered the courses in fall 1985, by subject and institutional characteristics	A-16
A-12	Number of enrollments in selected humanities subjects in fall 1980 at four-year colleges and universities that offered the courses in fall 1980, by subject and institutional characteristics	A-17
A-13	Changes in enrollment per 100 students from 1980 to 1985, 1985 to 1988, and 1980 to 1988 in selected humanities subjects at four-year colleges and universities that offered the courses, by subject and institutional characteristics	A-18
A-14	Standard errors for statistics	A-21
A-15	Universe size and number of respondents to the survey on undergraduate course offerings and enrollments in humanities, by school characteristics: spring 1989	A-22

LIST OF FIGURES

Text Figures — Page

1 Percent of four-year, two-year, and all colleges and universities that offered courses in selected humanities subjects in fall 1988, by subject and school level 3

2 Course enrollments in selected humanities subjects at colleges and universities in fall 1988, by subject and school level 6

3 Enrollment per 100 students in selected humanities subjects at two-year colleges, by subject and year 7

4 Enrollment per 100 students in fall 1988 in selected humanities subjects at four-year colleges and universities, by subject and level 8

5 Enrollment per 100 students in English and American literature at four-year colleges and universities, by level, institutional characteristics, and year 9

6 Enrollment per 100 students in foreign languages and literatures at four-year colleges and universities, by level, institutional characteristics, and year 10

7 Enrollment per 100 students in history at four-year colleges and universities, by level, institutional characteristics, and year 11

8 Enrollment per 100 students in philosophy at four-year colleges and universities, by level, institutional characteristics, and year 12

9 Enrollment per 100 students in religion at four-year colleges and universities, by level, institutional characteristics, and year 13

10 Enrollment per 100 students in composition/writing at four-year colleges and universities, by level, institutional characteristics, and year 14

11 Enrollment per 100 students in remedial/developmental composition at four-year colleges and universities, by level, institutional characteristics, and year 14

Appendix Figures

B-1 Percents of each type of four-year school that are public and private B-5

B-2 Percents of public, private, and all four-year schools that are doctoral, comprehensive, baccalaureate, and specialized B-5

INTRODUCTION

In response to a Congressional mandate to report biennially on the state of the humanities, the National Endowment for the Humanities issued *Humanities in America: A Report to the President, the Congress, and the American People*. This 1988 report used data gathered from a variety of sources to document a 20-year decline of interest in the humanities on the nation's college campuses. A drop in the number of degrees earned in humanities disciplines was one of the main statistical indicators used to arrive at this conclusion. The report went on to observe that more recent degree data, as well as humanities enrollment data from a previous Higher Education Survey (HES #3 -- *Undergraduate Enrollments in Humanities Courses, 1980 and 1985*), seemed to suggest that the long downward slide was coming to an end. In particular, data from HES #3 indicated that enrollments in humanities courses were fairly stable between 1980 and 1985, with some fields experiencing modest growth and other fields declining slightly.

The purpose of the current survey was to determine whether the earlier indications of stability in enrollments were holding steady. If not, in which direction are enrollments moving? Have the well-documented attempts to strengthen general education requirements among colleges and universities resulted in any real increase in humanities enrollments? Conversely, are vocational concerns continuing to steer students away from the humanities? And what are the trends in community colleges? This survey was designed to help the National Endowment for the Humanities in answering these and related questions.

This survey was requested by the National Endowment for the Humanities (NEH) and conducted through the Higher Education Surveys (HES) system. The survey requested information about course offerings and enrollment in fall 1988 for full- and part-time undergraduate students in six general humanities subjects: English and American literature, foreign languages and literatures, history, philosophy, religion, and English composition (collected separately for composition/writing courses and remedial/developmental courses). The data were collected in spring 1989 from a nationally representative sample of 494 colleges and universities, representing a universe of approximately 2,800 colleges and universities (1,600 four-year schools and 1,200 two-year schools). A 97 percent response rate (481 schools) was obtained. Appendix B provides a more detailed discussion of the sample and survey methodology. The survey questionnaire is reproduced in Appendix C.

Data from this survey for fall 1988 were combined with data from the earlier HES survey for fall 1980 and fall 1985 to allow comparisons of enrollments across time. Schools were classified according to their type in fall 1988 for analyses of the data for all three years. See Appendix B for a more detailed discussion of this procedure. Data are presented for the percent of schools offering courses in the subject areas and the number of courses offered for fall 1988; overall enrollments and enrollment per 100 students in the subject areas are presented for fall 1980, 1985, and 1988.

Enrollment figures represent the number of <u>enrollments</u> in humanities courses, and not the number of <u>students</u> enrolled in humanities courses. Students enrolled in more than one course in a given subject were counted for each course. For example, a student enrolled in two history courses would be counted twice in the enrollment figures provided for history. While an unduplicated total of the number of students enrolled in humanities courses would have been desirable, a pretest conducted prior to HES #3 showed that institutions could not provide such information within the response burden constraints of a HES quick-response survey.

Institutions were asked to provide enrollment figures broken out by lower division and upper division courses. Lower division courses were defined as for-credit courses designed for undergraduates in the first two years of a four-year curriculum, plus all course enrollments for two-year colleges. Upper division courses were defined as for-credit courses designed for undergraduates during the third and fourth years of a four-year curriculum. Institutions that have a four-year undergraduate program that does not distinguish between upper and lower division courses indicated this on the questionnaire and listed all their enrollment figures in the spaces reserved for lower division enrollments. These schools were then removed from the analyses for upper and lower division enrollments, but were included in the analyses for "overall" (upper plus lower division) enrollments. This separation was

necessary so that the data reported for lower division and upper division represented just those levels, and were not affected by data that included both upper and lower division enrollments together.

It should also be noted that this survey does not cover all subjects that a school may consider to be humanities. Instead, the survey gathered information about the major disciplines traditionally encompassed by the humanities. Thus, these enrollment figures should not be interpreted as the total humanities enrollments at colleges and universities, but rather the enrollments in the specified disciplines, which represent the bulk of humanities offerings at colleges and universities.

The data in the report are presented separately for four-year and two-year schools. Data are aggregated as "total" figures, which represent all four-year or two-year colleges grouped together; data for four-year colleges are also disaggregated by school control (public and private) and type (doctoral, comprehensive, and baccalaureate). These classifications are defined in Appendix B. Unless otherwise specified, data reported in the text refer to "total" figures and are "overall" numbers (upper and lower division figures added together). While these numbers are the major focus in the text, additional information about upper and lower division and breakouts by control and type are presented in the appendix tables for those readers who may be interested in this information.

The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, numbers in the tables, figures, and text have been rounded. Percents, averages, and change scores have been calculated on the actual estimates rather than the rounded values. Specific statements of comparison made in the text are significant at the 95 percent confidence level or better.

HUMANITIES COURSE OFFERINGS

Percent of Schools Offering Courses

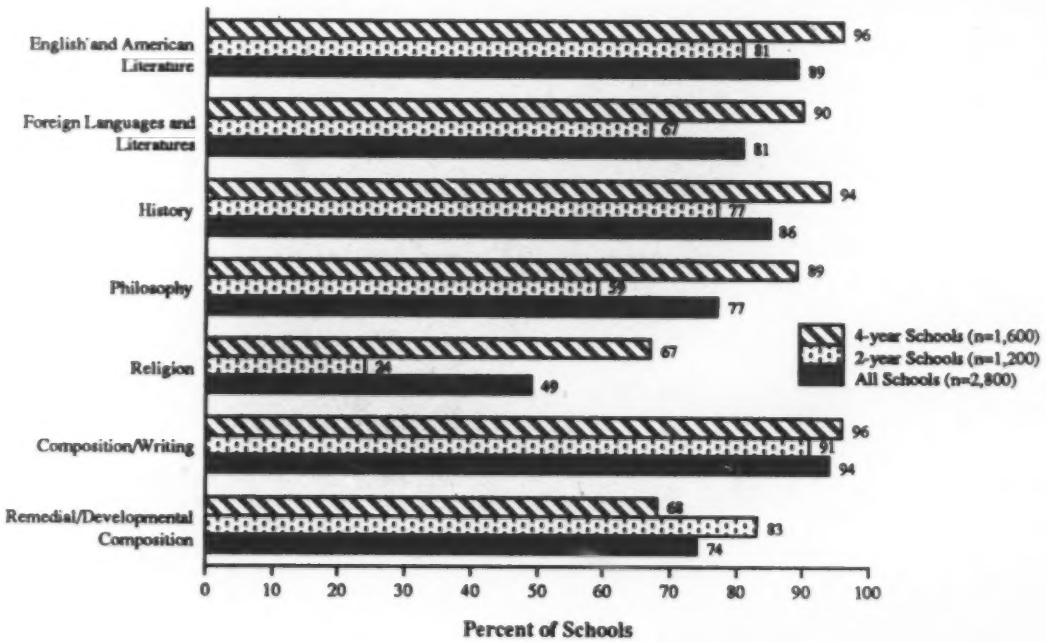
The majority of two-year schools offer some humanities courses. The percent of two-year colleges that ever offered courses in particular humanities subjects ranged from 33 percent that ever offered religion to 93 percent that ever offered composition/writing (Appendix Table A-1), while the percent of two-year schools offering courses in fall 1988 ranged from 24 percent for religion to 91 percent for composition/writing.

Humanities courses are offered at the vast majority of four-year colleges and universities, and almost all of these schools that ever offered courses in particular subjects offered courses in fall 1988 (Appendix Tables A-4 and A-5). The percent of four-year colleges and universities that ever offered courses in particular humanities subjects ranged from 71 percent that ever offered remedial/developmental composition courses and religion courses to 97 percent that ever offered composition/writing courses and English and American literature courses. The percent of four-year schools offering courses in particular humanities subjects in fall 1988 ranged from 67 percent for religion to 96 percent for composition/writing courses and English and American literature courses.

Figure 1 shows how four-year and two-year schools vary in humanities course offerings. With the exception of English composition, four-year schools are more likely than two-year schools to offer courses in all subject areas. The differences between four-year and two-year schools in fall 1988 ranged from 15 percentage points in English and American literature (96 percent versus 81 percent) to 43 percentage points in religion (67 percent versus 24 percent). Composition/writing was offered by four-year and two-year schools at approximately the same rate in fall 1988, while remedial/developmental composition was offered more frequently by two-year schools (83 percent at two-year schools versus 68 percent at four-year schools).

Figure 1

Percent of Four-year, Two-year, and All Colleges and Universities that Offered Courses in Selected Humanities Subjects in Fall 1988, by Subject and School Level



Reference: Appendix Tables A-1, A-4

Number of Courses Offered in Fall 1988

In two-year schools, the number of courses offered in fall 1988 ranged from a total of 800 religion courses to 5,500 courses in foreign languages and literatures (Appendix Table A-1). The mean number of courses offered[1] at two-year schools in fall 1988 (not shown in tables) were:

- Foreign languages and literatures -- 6.8
- History -- 4.7
- Composition/writing -- 4.0
- Remedial/developmental composition -- 3.3
- English and American literature -- 3.3
- Religion -- 2.7
- Philosophy -- 2.6.

The number of humanities courses offered by four-year colleges and universities in fall 1988 ranged from a total of 1,800 remedial/developmental composition courses to 31,400 courses in foreign languages and literatures (Appendix Table A-4). The mean number of courses offered at four-year schools in fall 1988 (not shown in tables) were:

- Foreign languages and literatures -- 21.3
- History -- 12.9
- English and American literature -- 10.3
- Religion -- 9.9
- Philosophy -- 6.0
- Composition/writing -- 4.5
- Remedial/developmental composition -- 1.6.

The mean number of courses offered varied substantially by school type. For example, the mean number of courses in foreign languages and literatures ranged from 11.5 in baccalaureate schools to 76.2 in doctoral schools; the mean number of history courses varied from 8.3 in baccalaureate schools to 35.8 in doctoral schools.[2]

Except for foreign languages and literatures, there were more courses offered at the upper division level than at the lower division level (Appendix Table A-4). Even so, enrollments were concentrated overwhelmingly at the lower division level. And for all subjects, the number of enrollments per course was larger at the lower division level than at the upper division level.[3]

[1] Means are based only on those schools that offered courses in the particular subject area in fall 1988.

[2] This variation by school type is also a function of school size, since these institutional characteristics are related to each other. Among doctoral schools, 82 percent are large; among comprehensive schools, 50 percent are large and 44 percent are medium; and among baccalaureate schools, 44 percent are small and 53 percent are medium. These size classifications are based on the frequency distribution of 1988 enrollments as reported on the questionnaire, and break out as follows: small, less than 1,000 students; medium, 1,000 - 4,999 students; and large, 5,000 or more students.

[3] Because enrollments are duplicated counts, and the number of courses is defined as the number of separate courses (as identified by course title or number), not sections, enrollments per course cannot be interpreted as class size. However, it is likely that many lower division classes are larger than upper division classes.

NUMBER OF ENROLLMENTS IN HUMANITIES COURSES

Fall 1988 Enrollments

American colleges and universities reported that in the fall of 1988, there were approximately 6.6 million enrollments in the humanities courses covered by HES. Approximately 2 million of these humanities enrollments occurred in two-year colleges; the remaining 4.6 million humanities enrollments were in four-year colleges. During this same period, about 10.7 million full- and part-time undergraduates were enrolled in college -- 4.6 million in two-year schools and the remaining 6.1 million students in four-year schools. Thus, two-year schools contained 43 percent of the undergraduate students, but only 30 percent of the undergraduate humanities enrollments in fall 1988. Conversely, four-year schools had 57 percent of the undergraduate students, but 70 percent of the undergraduate humanities enrollments in fall 1988.

Humanities enrollments in two-year schools were distributed as follows (Appendix Table A-1):

- English composition -- 1,096,000
- History -- 395,000
- Foreign languages and literatures -- 185,000
- English and American literature -- 156,000
- Philosophy -- 104,000
- Religion -- 27,000.

Enrollments in four-year schools were (Appendix Table A-8):

- English composition -- 1,163,000
- History -- 1,055,000
- Foreign languages and literatures -- 847,000
- English and American literature -- 707,000
- Philosophy -- 462,000
- Religion -- 384,000.

The proportion of total humanities enrollments accounted for by each subject differed widely between four-year and two-year colleges (Figure 2). The most striking difference was in English composition -- 25 percent of humanities enrollments at four-year colleges were in English composition, while English composition accounted for 56 percent of humanities enrollments at two-year schools.

Enrollments in all humanities subjects surveyed were higher at the lower division level than the upper division level. At four-year schools, lower division humanities enrollments were 1.8 to 3.6 times larger than upper division enrollments, depending upon the subject (Appendix Table A-4). Thus, it appears that a great deal of the humanities enrollment at four-year schools represents enrollments in courses used to fulfill general education requirements (i.e., enrollments by non-majors).

Fall 1980 and Fall 1985 Enrollments

There were approximately 5.9 million enrollments in fall 1980 and 6 million enrollments in fall 1985 in the major humanities subjects, as surveyed by HES. As in 1988, most of the humanities enrollments were in four-year schools: 4.3 million in four-year schools for both 1980 and 1985 (Appendix Tables A-11 and A-12), compared to 1.6 million for 1980 and 1.7 million for 1985 in two-year schools (Appendix Table A-2). The proportion of total humanities enrollments accounted for by each subject in 1980 and 1985 was very similar to the proportion in 1988.

Changes in Enrollments from 1980 to 1988

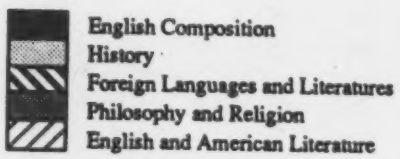
During the period from 1980 to 1988, undergraduate humanities enrollments at American colleges and universities grew by 709,000 enrollments, or 12.1 percent. During this same period, the total number of undergraduates enrolled grew by 763,000 students, or 7.7 percent. Thus, during this period, undergraduate humanities enrollment grew at a slightly greater pace than total undergraduate enrollment.

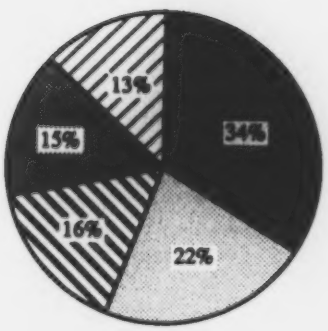
From 1980 to 1988, undergraduate humanities enrollments at two-year schools grew by 393,000 enrollments; undergraduate humanities enrollments at four-year schools grew by 316,000 enrollments.

Thus, two-year schools account for 55 percent of the total growth of 709,000 humanities enrollments during this period, while four-year schools account for 45 percent of the growth.

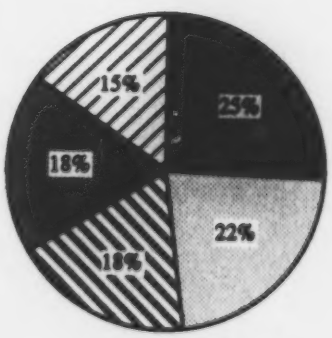
Figure 2

Course Enrollment in Selected Humanities Subjects at Colleges and Universities in Fall 1988, by Subject and School Level





All Schools



Four-year Schools*

Two-year Schools

* Because of rounding percents may not add to 100.

Reference: Appendix Tables A-1, A-8

HUMANITIES ENROLLMENTS PER 100 STUDENTS AT TWO-YEAR SCHOOLS

In order to allow comparisons across types of institutions and across the three years for which data have been gathered (1980, 1985, 1988), humanities enrollments were standardized by institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. This procedure was necessary because differing numbers of institutions offered courses in the various humanities subjects, the overall enrollments at institutions differed in the three years, and some institutions did not provide data for all three years. Because enrollments include duplicated counts (e.g., one student enrolled in two history courses is counted twice), the "per 100" numbers cannot be interpreted as percent of students enrolling in the courses. Instead, these numbers represent average enrollments per 100 students at institutions that offer courses in the particular discipline.

Across all subject areas, two-year schools had 42.9 humanities enrollments per 100 students in fall 1988.[4] Enrollments per 100 students in particular subject areas ranged from 1.8 enrollments in religion to 16.4 enrollments in composition/writing (Appendix Table A-1).

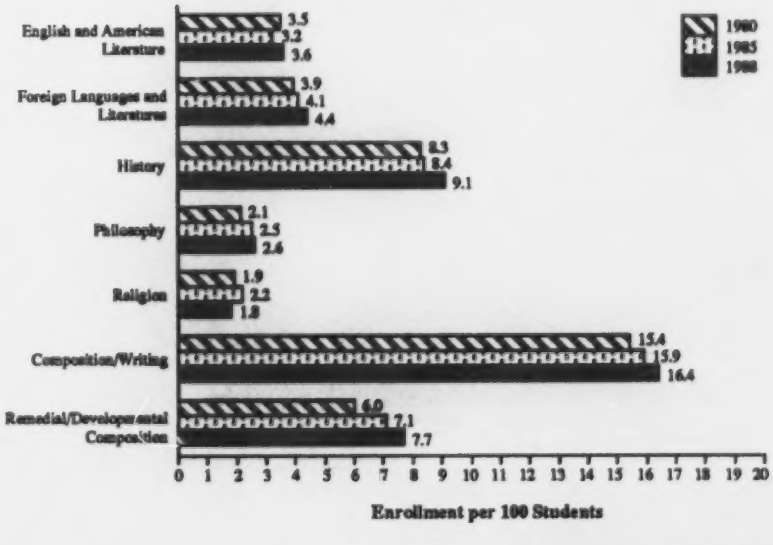
Across all three years of the survey (1980, 1985, 1988), the highest enrollments per 100 students were in composition/writing, ranging from 15.4 enrollments in 1980 to 16.4 enrollments in 1988 (Figure 3, and Appendix Tables A-1 and A-2). The remaining subjects, in descending order of frequency, were history, remedial/developmental composition, foreign languages and literatures, English and American literature, philosophy, and religion.

Enrollments per 100 students showed statistically significant increases in philosophy from 1980 to 1985 (+0.4) and from 1980 to 1988 (+0.4), and also showed statistically significant increases in remedial/developmental composition from 1980 to 1985 (+1.2) and from 1980 to 1988 (+1.7; Appendix Table A-3).

[4] Computed by standardizing the total humanities enrollments by the institutional enrollments to produce the total humanities enrollments per 100 students at two-year schools that offered any humanities courses in fall 1988.

Figure 3

Enrollment per 100 Students in Selected Humanities Subjects at Two-year Colleges, by Subject and Year



Reference: Appendix Table A-1, A-2

HUMANITIES ENROLLMENTS PER 100 STUDENTS AT FOUR-YEAR SCHOOLS

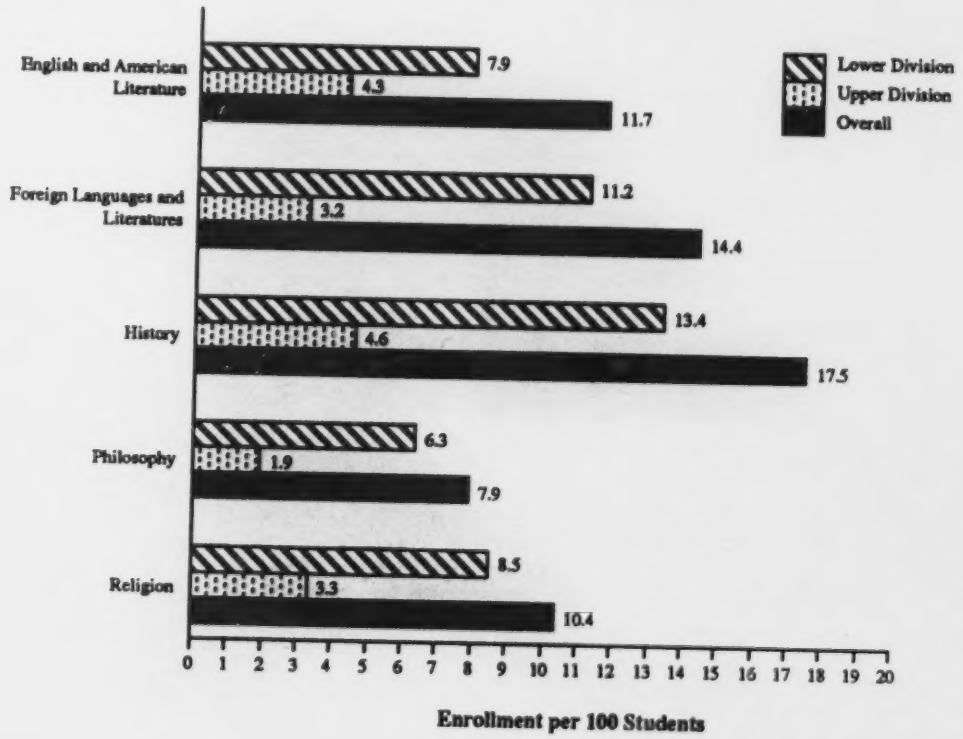
Across all subject areas, four-year schools had 75.1 humanities enrollments per 100 students in fall 1988.[5] Overall enrollment per 100 students in particular subject areas ranged from 7.9 enrollments per 100 students in philosophy courses to 17.5 enrollments per 100 students in history courses (Appendix Table A-8). Most enrollments were at the lower division level (Figure 4 and Appendix Table A-4), which generally were two to three times as high as the enrollments at the upper division level. Lower division enrollments varied from 6.3 enrollments per 100 students in philosophy to 13.4 enrollments per 100 students in history (Appendix Table A-9). Upper division enrollments ranged from 1.9 enrollments per 100 students in philosophy to 4.6 enrollments per 100 students in history (Appendix Table A-10).

Enrollments per 100 students in fall 1988 at four-year colleges were higher in private schools than in public schools in all subjects except English composition, which showed no statistically significant differences. Differences by four-year school type were not so clear cut. Doctoral schools had the highest enrollments per 100 in one subject (foreign languages and literatures), baccalaureate schools were highest in about half the subjects, and about half the subjects showed no statistically significant differences.

[5] Computed by standardizing the total humanities enrollments by the institutional enrollments to produce the total humanities enrollments per 100 students at four-year schools that offered any humanities courses in fall 1988.

Figure 4

Enrollment per 100 Students in Fall 1988 in Selected Humanities Subjects at Four-year Colleges and Universities, by Subject and Level



Reference: Appendix Table A-4

For all four-year schools grouped together, there were no statistically significant changes in humanities enrollments per 100 students from 1980 to 1988. There were three statistically significant changes from 1980 to 1985 (+0.7 in foreign languages and literatures, +0.5 in philosophy, and -1.3 in religion), and two statistically significant changes from 1985 to 1988 (-1.5 in religion and +1.3 in composition/writing), but cumulatively from 1980 to 1988, no changes were statistically significant.

Comprehensive and baccalaureate schools did not show any statistically significant enrollment changes from 1980 to 1988; doctoral schools showed two statistically significant increases (+1.9 in history and +0.8 in philosophy). Statistically significant increases from 1980 to 1988 in public schools occurred in two subjects (+0.9 in foreign languages and literatures and +0.8 in philosophy); private schools showed one statistically significant decrease (-1.2 in philosophy; Appendix Table A-13).

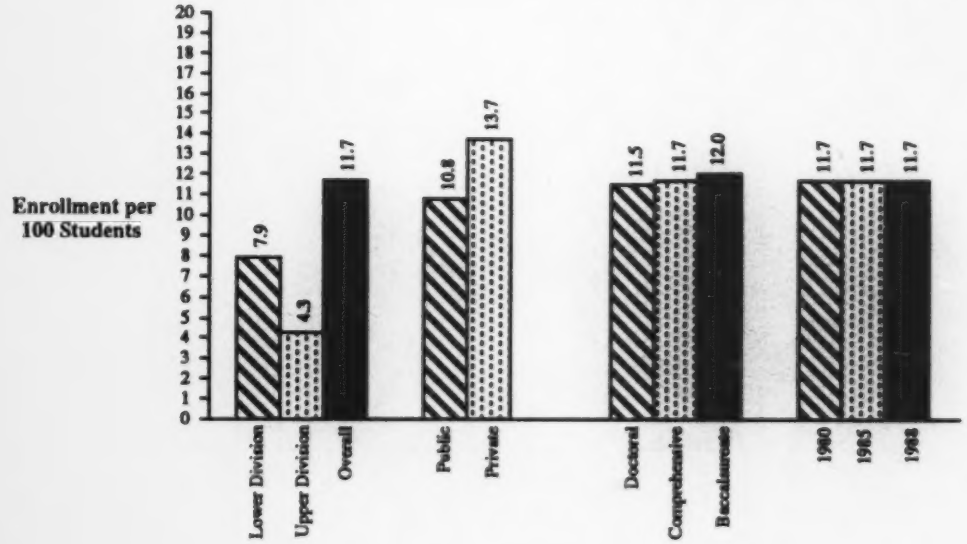
In the following sections, information is presented separately for each humanities subject. For each subject, enrollments per 100 students are presented for the three years, followed by breakouts by school type and control for 1988 (breakouts by school type and control for 1985 and 1980 are available in Appendix Tables A-11 and A-12). Next, information about any statistically significant changes across the three years is presented. It is important to remember when examining change from year to year that a statistically significant increase or decrease in one year may be offset by change in the opposite direction or a finding of no change in another year, so that the net effect from 1980 to 1988 is a finding of no statistically significant change.

English and American Literature

Overall enrollments per 100 students in English and American literature were 11.7 enrollments for all three years -- 1980, 1985, and 1988 (Figure 5, and

Figure 5

Enrollment per 100 Students in English and American Literature at Four-year Colleges and Universities, by Level, Institutional Characteristics, and Year



NOTE: Breakdowns by level, control, and type are for fall 1988. Breakdowns by control, type, and year are "overall" numbers (upper division plus lower division, plus schools that did not break out upper and lower division enrollments).

Reference: Appendix Tables A-4, A-8, A-11, A-12

Appendix Tables A-8, A-11, and A-12). In 1988, little variation occurred by school type -- doctoral schools had 11.5 enrollments per 100 students, comprehensive schools had 11.7, and baccalaureate schools had 12.0 enrollments. There was more variation by school control in 1988, with public schools having 10.8 enrollments, and private schools having 13.7 enrollments per 100 students. Enrollments per 100 students in English and American literature showed no statistically significant changes across the three years.

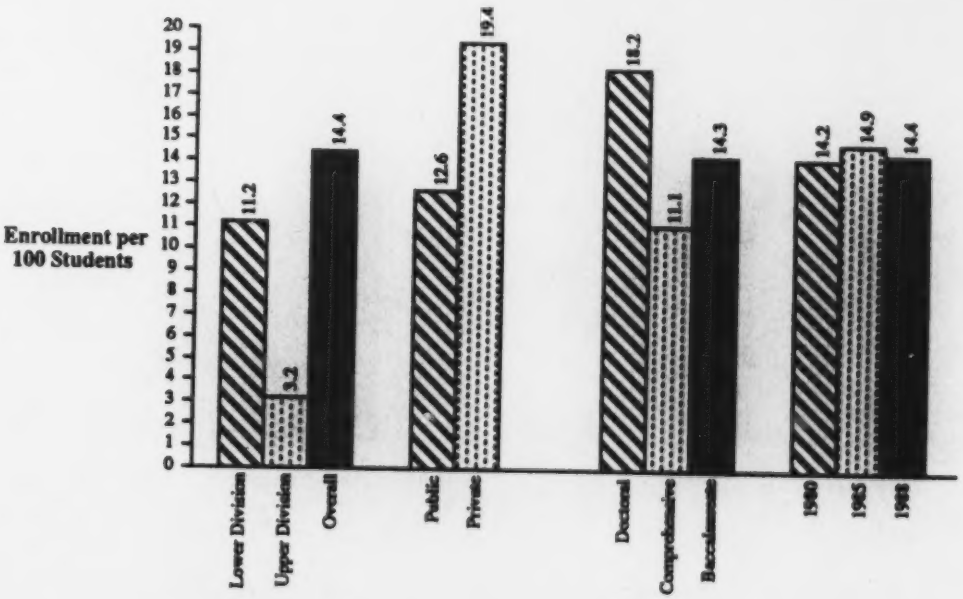
Foreign Languages and Literatures

Enrollments in foreign languages and literatures did not vary much across the three years of the survey. Overall enrollments per 100 students were 14.2 in 1980, 14.9 in 1985, and 14.4 in 1988 (Figure 6, and Appendix Tables A-8, A-11, and A-12). In 1988, enrollments per 100 students were 18.2 in doctoral schools. Baccalaureate schools had 14.3 enrollments per 100 students, and comprehensive schools had 11.1 enrollments per 100. Variation by school control in 1988 was substantial -- 12.6 enrollments per 100 in public schools, compared to 19.4 enrollments per 100 in private schools.

Enrollments per 100 students in foreign languages and literatures showed both increases and decreases during the 1980s, depending on the type of school and time period. Enrollments per 100 students showed statistically significant increases from 1980 to 1985 for all four-year schools (+0.7), private schools (+1.3), and doctoral schools (+1.6; Appendix Table A-13). Enrollments per 100 students decreased from 1985 to 1988 for private schools (-2.8) and baccalaureate schools (-2.4), and showed an increase from 1980 to 1988 for public schools (+0.9).

Figure 6

Enrollment per 100 Students in Foreign Languages and Literatures at Four-year Colleges and Universities, by Level, Institutional Characteristics, and Year



NOTE: Breakdowns by level, control, and type are for fall 1988. Breakdowns by control, type, and year are "overall" numbers (upper division plus lower division, plus schools that did not break out upper and lower division enrollments).

Reference: Appendix Tables A-4, A-8, A-11, A-12

History

History enrollments per 100 students were stable during the 1980s -- 17.2 in 1980, 17.0 in 1985, and 17.5 in 1988 (Figure 7, and Appendix Tables A-8, A-11, and A-12). There were no statistically significant differences by school type in 1988. Enrollments per 100 students were 19.4 in baccalaureate schools, 17.4 in comprehensive schools, and 16.8 in doctoral schools. Enrollments per 100 students were higher in private schools (19.8) than in public schools (16.6).

Doctoral schools showed the only statistically significant changes in history enrollments per 100 students (Appendix Table A-13). Enrollments increased from 1985 to 1988 (+1.4), for a total increase of +1.9 enrollments per 100 students from 1980 to 1988.

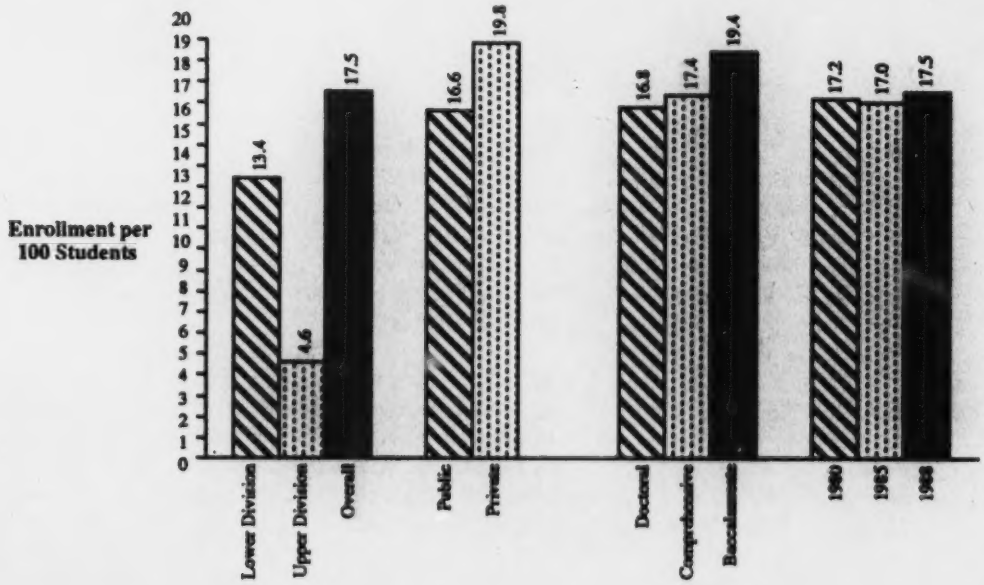
Philosophy

Philosophy enrollments per 100 students were 7.7 in 1980, 8.2 in 1985, and 7.9 in 1988 (Figure 8, and Appendix Tables A-8, A-11, and A-12). Enrollments per 100 students in 1988 were 8.6 in baccalaureate schools, 8.3 in comprehensive schools, and 7.3 in doctoral schools. Enrollment varied substantially by school control, with private schools having 11.0 enrollments and public schools having 6.8 enrollments per 100 students.

Philosophy enrollments per 100 students displayed both modest increases and decreases during the 1980s, depending on the type and control of school. Statistically significant increases occurred for all four-year schools from 1980 to 1985 (+0.5), for public schools from 1980 to 1985 (+0.5) and 1980 to 1988 (+0.8), and for doctoral schools from 1980 to

Figure 7

Enrollment per 100 Students in History at Four-year Colleges and Universities, by Level, Institutional Characteristics, and Year

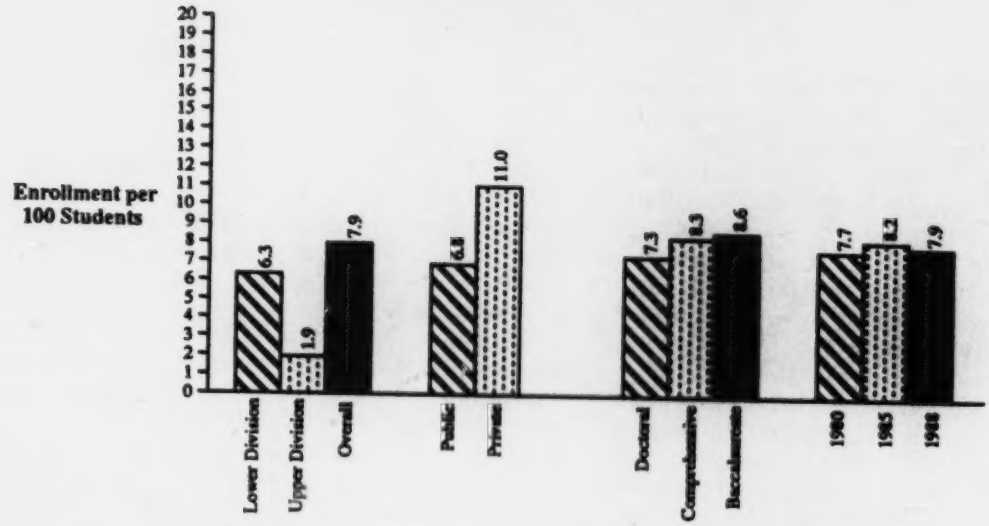


NOTE: Breakdowns by level, control, and type are for fall 1988. Breakdowns by control, type, and year are "overall" numbers (upper division plus lower division, plus schools that did not break out upper and lower division enrollments).

Reference: Appendix Tables A-4, A-8, A-11, A-12

Figure 8

Enrollment per 100 Students in Philosophy at Four-year Colleges and Universities, by Level, Institutional Characteristics, and Year



NOTE: Breakdowns by level, control, and type are for fall 1988. Breakdowns by control, type, and year are "overall" numbers (upper division plus lower division, plus schools that did not break out upper and lower division enrollments).

Reference: Appendix Tables A-4, A-8, A-11, A-12

1985 (+0.9) and 1980 to 1988 (+0.8; Appendix Table A-13). Statistically significant decreases took place for private schools from 1985 to 1988 (-1.7) and 1980 to 1988 (-1.2), and for baccalaureate schools from 1985 to 1988 (-1.3).

Religion

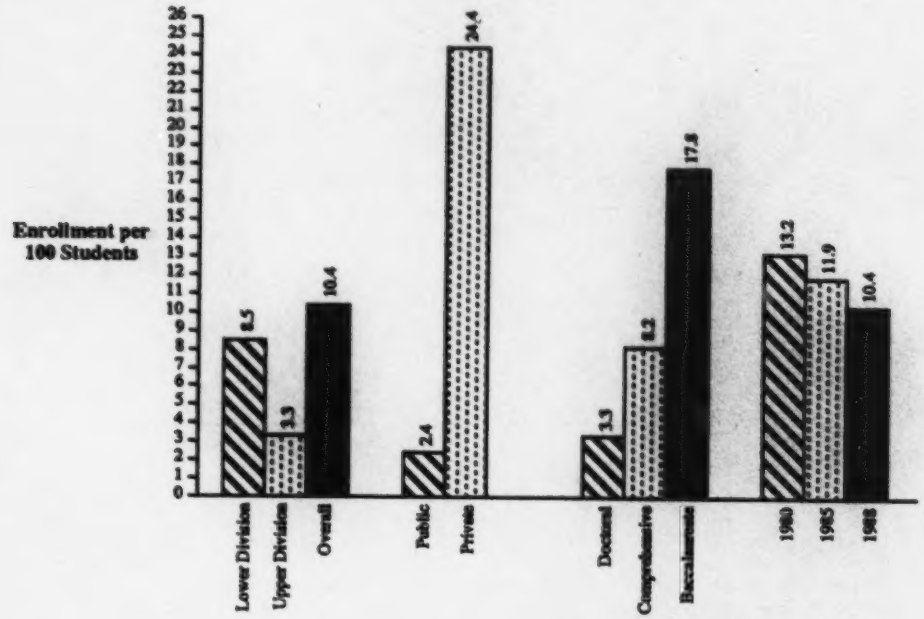
Religion had overall enrollments per 100 students of 13.2 in 1980, 11.9 in 1985, and 10.4 in 1988 (Figure 9, and Appendix Tables A-8, A-11, and A-12). There was substantial variation by school type -- in 1988, baccalaureate schools had 17.8 enrollments per 100 students, followed by 8.2 enrollments in comprehensive schools, and 3.3 enrollments in doctoral schools. This variation is also reflected in the figures broken out by school control. Private schools had 24.4 enrollments per 100 students in 1988, while public schools had only 2.4 enrollments per 100 students.

It is interesting to note that the pattern for religion enrollments per 100 students is different than for other subjects. Enrollments per 100 students were ten times higher for private schools than for public schools, and more than twice as high in baccalaureate schools as in comprehensive or doctoral schools. The HES panel contains many church-affiliated and religiously-oriented schools, reflecting the large number of these schools in the population. These schools are private, and tend to be baccalaureate schools. They often require their students to take many religion courses (e.g., one religion course in each of the first four semesters of enrollment). Hence, enrollments per 100 students in religion courses are much higher in these kinds of schools than in other kinds. In addition, because there are so many of these schools and their enrollments per 100 students in religion courses are high, it boosts the enrollments per 100 for all four-year schools grouped together.

The only statistically significant increase in religion enrollments per 100 students occurred in doctoral schools from 1980 to 1985 (+1.0; Appendix Table A-13). However, this increase was offset by an equal decrease (-1.0) in doctoral schools from 1985 to 1988, for a net effect of no change from 1980 to 1988. Religion enrollments per 100 students also showed statistically significant decreases from 1985 to 1988 for all four-year schools (-1.5) and private schools (-2.8).

Figure 9

Enrollment per 100 Students in Religion at Four-year Colleges and Universities, by Level, Institutional Characteristics, and Year



NOTE: Breakdowns by level, control, and type are for fall 1988. Breakdowns by control, type, and year are "overall" numbers (upper division plus lower division, plus schools that did not break out upper and lower division enrollments).

Reference: Appendix Tables A-4, A-8, A-11, A-12

Composition/writing

Enrollments per 100 students in composition/writing were 15.5 in 1980, 15.0 in 1985, and 16.3 in 1988 (Figure 10, and Appendix Tables A-8, A-11, and A-12). In 1988, enrollments per 100 students were highest in baccalaureate schools (19.9), followed by comprehensive schools (15.8) and doctoral schools (15.5). Enrollments in public and private schools did not differ significantly; private schools had 17.7 enrollments per 100 students, and public schools had 15.7 enrollments per 100 students in 1988.

The only statistically significant changes in composition/writing enrollments per 100 students were from 1985 to 1988 (Appendix Table A-13): enrollments increased for all four-year schools (+1.3), comprehensive schools (+1.3), and baccalaureate schools (+2.3).

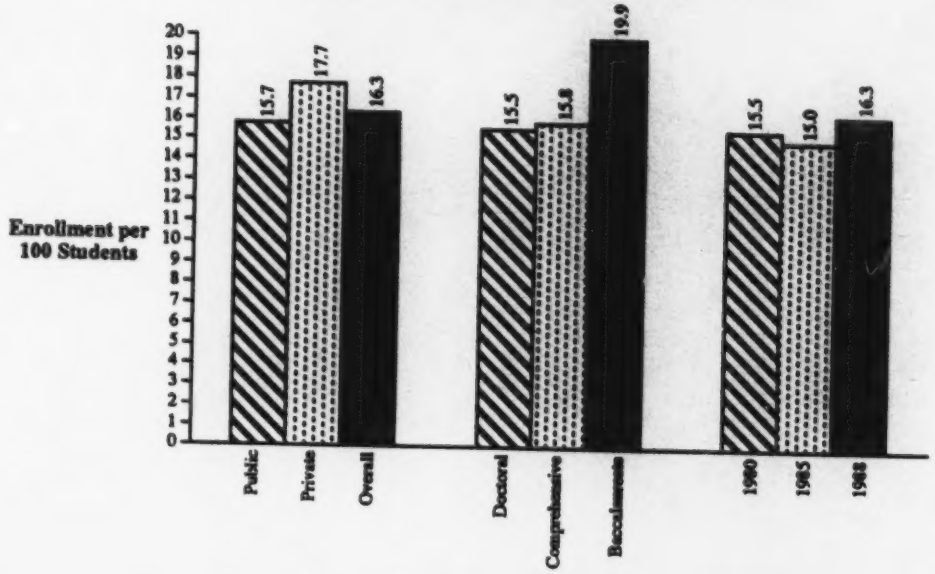
Remedial/developmental Composition

Enrollments per 100 students in remedial/developmental composition were stable during the 1980s (Figure 11, and Appendix Tables A-8, A-11, and A-12). Enrollments per 100 students were 4.8 in 1980, 4.9 in 1985, and 4.1 in 1988. Doctoral schools had 2.8 enrollments per 100 students in 1988, comprehensive schools had 4.5 enrollments per 100, and baccalaureate schools had 4.7 enrollments per 100. In 1988, enrollments per 100 students did not vary by school control -- there were 3.8 enrollments per 100 students in public schools, and 4.8 in private schools.

Only one statistically significant change took place in remedial/developmental enrollments in four-year schools during the 1980s (Appendix Table A-13). Enrollments per 100 students decreased (-2.5) in baccalaureate schools from 1985 to 1988.

Figure 10

Enrollment per 100 Students in Composition/Writing at Four-year Colleges and Universities, by Institutional Characteristics and Year

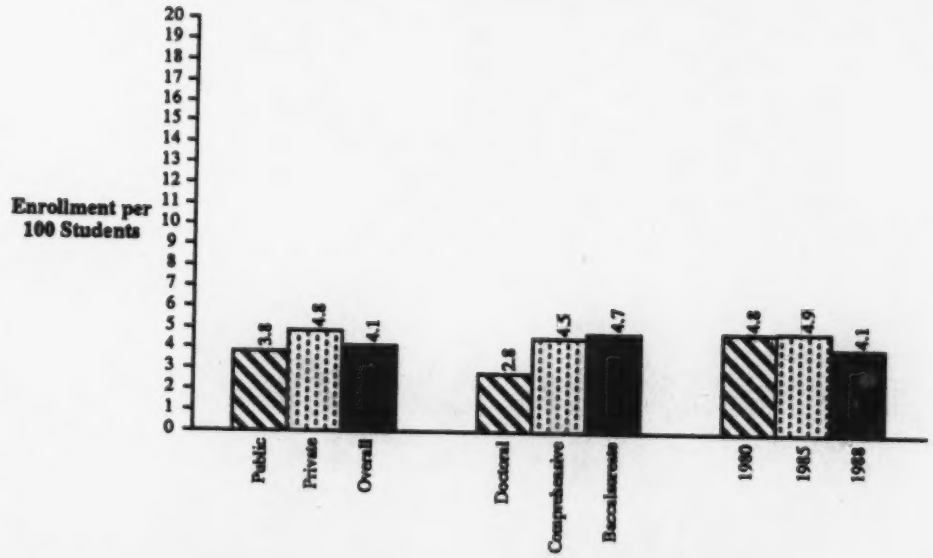


NOTE: Breakdowns by control and type are for fall 1988. Breakdowns by control, type, and year are "overall" numbers (upper division plus lower division, plus schools that did not break out upper and lower division enrollments).

Reference: Appendix Tables A-4, A-8, A-11, A-12

Figure 11

Enrollment per 100 Students in Remedial/Developmental Composition at Four-year Colleges and Universities, by Institutional Characteristics and Year



NOTE: Breakdowns by control and type are for fall 1988. Breakdowns by control, type, and year are "overall" numbers (upper division plus lower division, plus schools that did not break out upper and lower division enrollments).

Reference: Appendix Tables A-4, A-8, A-11, A-12

SUMMARY

Humanities courses are offered at the majority of two-year colleges and universities in the United States. In fall 1988, the most frequent course offerings at two-year schools were composition/writing, offered at 91 percent of all two-year schools, remedial/developmental composition (83%), English and American literature (81%), and history (77%).

Humanities courses are offered at the great majority of four-year colleges and universities. Frequently offered courses in fall 1988 were English and American literature, offered at 96 percent of all four-year schools, composition/writing (96%), history (94%), foreign languages and literatures (90%), and philosophy (89%). With the exception of English composition, four-year schools are more likely than two-year schools to offer courses in all subject areas. Composition/writing was offered by four-year and two-year schools at approximately the same rate in fall 1988, while remedial/developmental composition was offered more frequently by two-year schools.

American colleges and universities reported that in the fall of 1988, there were approximately 6.6 million enrollments in the humanities courses covered by HES. Approximately 2 million of these humanities enrollments occurred in two-year colleges; the remaining 4.6 million humanities enrollments were in four-year colleges. During fall 1988, approximately 4.6 million students were enrolled in two-year schools, and 6.1 million students in four-year schools.

During the period from 1980 to 1988, undergraduate humanities enrollments at American colleges and universities grew by 709,000 enrollments, or 12.1 percent. Over this same period, the total number of undergraduates enrolled grew by 763,000 students, or 7.7 percent. Thus from 1980 to 1988, undergraduate humanities enrollments grew at a slightly greater pace than total undergraduate enrollment. From 1980 to 1988, humanities enrollments at two-year schools grew by 393,000 enrollments; humanities enrollments at four-year schools grew by 316,000 enrollments. Thus, two-year schools account for 55 percent of the growth in humanities enrollments during this period, while four-year schools account for 45 percent of the growth.

Across all subject areas, two-year schools had 42.9 humanities enrollments per 100 students in fall 1988. Course enrollments per 100 students in specific subjects in fall 1988 were: composition/writing, 16.4 per 100; history, 9.1 per 100; remedial/developmental composition, 7.7 per 100; foreign languages and literatures, 4.4 per 100; English and American literature, 3.6 per 100; philosophy, 2.6 per 100; and religion, 1.8 per 100. Enrollments per 100 students for two-year schools showed statistically significant increases from 1980 to 1988 in philosophy and remedial/developmental composition.

Across all subject areas, four-year schools had 75.1 humanities enrollments per 100 students in fall 1988. Course enrollments per 100 students in specific subjects in fall 1988 were: history, 17.5 per 100; composition/writing, 16.3 per 100; foreign languages and literatures, 14.4 per 100; English and American literature, 11.7 per 100; religion, 10.4 per 100; philosophy, 7.9 per 100; and remedial/developmental composition, 4.1 per 100. Most enrollments were at the lower division level, which generally were two to three times as high as enrollments at the upper division level.

Except for English composition, which showed no statistically significant differences, enrollments per 100 students in four-year colleges were higher in private schools than in public schools. Differences by four-year school type were not so clear cut, with baccalaureate schools showing the highest enrollments per 100 in about half the subjects, doctoral schools showing the highest enrollments in one subject, and no statistically significant differences occurring in the remaining subjects.

For all four-year schools grouped together, there were no statistically significant changes in humanities enrollments per 100 students from 1980 to 1988. There were small increases and decreases in some subject areas from 1980 to 1985, and from 1985 to 1988, but these changes were usually offset by changes in the opposite direction during the other time period, resulting in a net effect of no change from 1980 to 1988.

APPENDIX A

Detailed Tables

Table A-1.--Humanities course offerings and enrollments in selected humanities subjects at two-year colleges (N = 1,200), by subject

Subject	Number of schools that ever offer courses	Percent of schools that ever offer courses[1]	Number of schools that offered courses in fall 1988	Percent of schools that offered courses in fall 1988[2]	Number of courses offered in fall 1988	Number of enrollments in courses in fall 1988[3]	Enrollment per 100 students in fall 1988[4]
English and American literature	1,030	86.2	960	80.6	3,100	156,000	3.6
Foreign languages and literatures	820	68.3	810	67.4	5,500	185,000	4.4
History	970	80.8	920	76.6	4,300	395,000	9.1
Philosophy	800	66.9	710	59.4	1,800	104,000	2.6
Religion	390	32.9	290	23.8	800	27,000	1.8
Composition/writing	1,110	92.5	1,080	90.6	4,200	753,000	16.4
Remedial/developmental composition	1,010	84.5	990	82.6	3,200	344,000	7.7

[1]Calculated by dividing the number of schools that ever offer courses by the total number of schools.

[2]Calculated by dividing the number of schools that offered courses in fall 1988 by the total number of schools.

[3]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[4]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-2.–Number of enrollments in selected humanities subjects in fall 1980 and fall 1985 at two-year colleges that offered the courses that fall, by subject

Subject	1980		1985	
	Number of enrollments[1]	Enrollment per 100 students[2]	Number of enrollments[1]	Enrollment per 100 students[2]
English and American literature	139,000	3.5	132,000	3.2
Foreign languages and literatures	144,000	3.9	154,000	4.1
History	326,000	8.3	337,000	8.4
Philosophy	74,000	2.1	91,000	2.5
Religion	27,000	1.9	29,000	2.2
Composition/writing	635,000	15.4	669,000	15.9
Remedial/developmental composition	225,000	6.0	283,000	7.1

[1]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[2]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-3.--Changes in enrollment per 100 students from 1980 to 1985, 1985 to 1988, and 1980 to 1988 in selected humanities subjects at two-year colleges that offered the courses, by subject

Subject	1980-1985		1985-1988		1980-1988	
	Amount of change[1]	Percent change[2]	Amount of change[3]	Percent change[4]	Amount of change[5]	Percent change[6]
English and American literature	-0.3	–	+0.3	–	+0.1	–
Foreign languages and literatures	+0.2	–	+0.3	–	+0.5	–
History	+0.1	–	+0.7	–	+0.8	–
Philosophy	+0.4	+18.0	+0.1	–	+0.4	+21.0
Religion	+0.3	–	-0.4	–	-0.1	–
Composition/writing	+0.5	–	+0.5	–	+1.0	–
Remedial/developmental composition	+1.2	+19.3	+0.6	–	+1.7	+29.2

–Percents not reported because amount of change is not statistically significant.

[1]Enrollment per 100 students in 1985 minus the enrollment per 100 students in 1980.

[2]Amount of change divided by the enrollment per 100 students in 1980. Percent change is reported only when amount of change is statistically significant.

[3]Enrollment per 100 students in 1988 minus the enrollment per 100 students in 1985.

[4]Amount of change divided by the enrollment per 100 students in 1985. Percent change is reported only when amount of change is statistically significant.

[5]Enrollment per 100 students in 1988 minus the enrollment per 100 students in 1980.

[6]Amount of change divided by the enrollment per 100 students in 1980. Percent change is reported only when amount of change is statistically significant.

NOTE: The amount of change presented in the table is the best estimate of change available in this study. Because these estimates are subject to sampling variability, the amount of change presented is not always statistically significant (i.e., the confidence interval around the estimate of change sometimes includes zero). To indicate when the amount of change is significant (i.e., the confidence interval does not include zero), percent change is reported only when amount of change is statistically significant.

The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values. Amount of change and percent change were computed from unrounded data and then rounded to the nearest tenth.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-4.--Humanities course offerings and enrollments in selected humanities subjects at four-year colleges and universities (N=1,630), by subject and level

Subject and level	Number of schools that ever offer courses	Percent of schools that ever offer courses[1]	Number of schools that offered courses in fall 1988	Percent of schools that offered courses in fall 1988[2]	Number of courses offered in fall 1988	Number of enrollments in courses in fall 1988[3]	Enrollment per 100 students in fall 1988[4]
English and American literature							
Lower division[5]	1,290	88.6	1,240	85.0	5,400	423,000	7.9
Upper division[6]	1,360	91.6	1,320	88.7	9,200	237,000	4.3
Overall[7]	1,580	96.8	1,560	95.8	16,000	707,000	11.7
Foreign languages and literatures							
Lower division	1,300	89.0	1,270	86.8	15,700	608,000	11.2
Upper division	1,230	82.9	1,120	75.2	12,800	167,000	3.2
Overall	1,500	91.9	1,480	90.4	31,400	847,000	14.4
History							
Lower division	1,360	93.6	1,330	91.1	7,300	734,000	13.4
Upper division	1,330	89.6	1,300	87.6	10,700	254,000	4.6
Overall	1,550	95.2	1,530	93.8	19,700	1,055,000	17.5
Philosophy							
Lower division	1,250	85.8	1,180	81.0	3,600	328,000	6.3
Upper division	1,300	87.3	1,080	72.9	4,200	96,000	1.9
Overall	1,520	93.4	1,460	89.4	8,800	462,000	7.9
Religion							
Lower division	990	68.1	910	62.6	4,500	256,000	8.5
Upper division	970	65.0	850	56.9	5,300	95,000	3.3
Overall	1,160	70.9	1,100	67.5	10,900	384,000	10.4
English composition							
Composition/writing	1,580	96.7	1,570	96.2	7,000	979,000	16.3
Remedial/developmental	1,150	70.8	1,110	68.0	1,800	184,000	4.1

[1] Calculated by dividing the number of schools that ever offer courses by the total number of schools in that category.

[2] Calculated by dividing the number of schools that offered courses in fall 1988 by the total number of schools in that category.

[3] Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses.

[4] Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject.

[5] Includes schools that differentiate between lower and upper division courses, and that offer lower division courses (N=1,460). This footnote applies to all subjects and levels.

[6] Includes schools that differentiate between lower and upper division courses, and that offer upper division courses (N=1,490). This includes schools that only enroll upper division students. This footnote applies to all subjects and levels.

[7] Includes lower division plus upper division, plus schools that did not break out lower and upper division enrollments (N=1,630). This footnote applies to all subjects and levels.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-5.--Number and percent of four-year colleges and universities that offer courses in selected humanities subjects, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
Number of four-year colleges and universities[2]	1,630	520	1,110	160	420	750
English and American literature						
Ever offer						
Number of schools	1,580	520	1,060	160	420	740
Percent of schools[3]	96.8	100	95.3	100	100	97.9
Offered in fall 1988						
Number of schools	1,560	520	1,040	160	420	740
Percent of schools[4]	95.8	100	93.9	100	100	97.9
Foreign languages and literatures						
Ever offer						
Number of schools	1,500	500	1,000	160	400	730
Percent of schools	91.9	95.7	90.1	100	94.8	96.8
Offered in fall 1988						
Number of schools	1,480	500	980	160	400	720
Percent of schools	90.4	95.3	88.0	98.8	94.8	95.8
History						
Ever offer						
Number of schools	1,540	520	1,030	160	420	750
Percent of schools	95.2	100	92.9	100	100	100
Offered in fall 1988						
Number of schools	1,530	520	1,010	160	420	740
Percent of schools	93.8	100	90.8	100	100	98.9
Philosophy						
Ever offer						
Number of schools	1,520	490	1,040	160	410	720
Percent of schools	93.4	92.9	93.6	100	98.1	95.5
Offered in fall 1988						
Number of schools	1,460	470	990	160	400	690
Percent of schools	89.4	89.9	89.2	100	95.9	91.2

Table A-5.--Number and percent of four-year colleges and universities that offer courses in selected humanities subjects, by subject and institutional characteristics (continued)

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
Religion						
Ever offer						
Number of schools	1,160	260	890	120	260	610
Percent of schools	70.9	50.2	80.7	73.2	62.9	81.6
Offered in fall 1988						
Number of schools	1,100	210	890	110	230	610
Percent of schools	67.5	39.6	80.7	67.1	55.0	80.8
Composition/writing						
Ever offer						
Number of schools	1,580	510	1,070	160	420	740
Percent of schools	96.7	97.5	96.4	98.6	100	98.2
Offered in fall 1988						
Number of schools	1,570	510	1,060	160	420	730
Percent of schools	96.2	97.5	95.6	98.6	100	97.1
Remedial/developmental composition						
Ever offer						
Number of schools	1,150	430	730	110	320	540
Percent of schools	70.8	82.2	65.4	67.5	77.0	72.0
Offered in fall 1988						
Number of schools	1,110	420	690	100	310	520
Percent of schools	68.0	79.6	62.6	64.8	73.2	68.6

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Includes lower division plus upper division, plus schools that did not break out lower and upper division enrollments.

[3]Calculated by dividing the number of schools that ever offer courses by the total number of schools in that category. This footnote applies to all subjects.

[4]Calculated by dividing the number of schools that offered courses in fall 1988 by the total number of schools in that category. This footnote applies to all subjects.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-6.--Number and percent of four-year colleges and universities that offer lower division courses in selected humanities subjects, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
Number of four-year colleges and universities[2]	1,460	480	970	150	380	680
English and American literature						
Ever offer						
Number of schools	1,290	470	830	150	380	610
Percent of schools[3]	88.6	96.1	84.9	98.5	97.9	89.9
Offered in fall 1988						
Number of schools	1,240	460	780	150	380	590
Percent of schools[4]	85.0	94.6	80.2	98.5	97.9	86.4
Foreign languages and literatures						
Ever offer						
Number of schools	1,300	480	810	150	380	650
Percent of schools	89.0	99.6	83.7	100	97.9	95.3
Offered in fall 1988						
Number of schools	1,270	480	780	150	380	630
Percent of schools	86.8	99.6	80.5	100	97.9	93.0
History						
Ever offer						
Number of schools	1,360	480	880	150	380	670
Percent of schools	93.6	100	90.4	98.5	100	98.8
Offered in fall 1988						
Number of schools	1,330	470	860	150	380	660
Percent of schools	91.9	97.3	88.0	98.5	100	96.8
Philosophy						
Ever offer						
Number of schools	1,250	440	810	150	370	610
Percent of schools	85.8	91.4	83.0	98.5	96.5	90.2
Offered in fall 1988						
Number of schools	1,180	420	760	140	360	580
Percent of schools	81.0	87.2	77.9	95.6	93.5	85.5

Table A-6.--Number and percent of four-year colleges and universities that offer lower division courses in selected humanities subjects, by subject and institutional characteristics (continued)

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
Religion						
Ever offer						
Number of schools	990	230	770	100	210	550
Percent of schools	68.1	46.6	78.8	69.5	55.5	81.6
Offered in fall 1988						
Number of schools	910	160	750	90	180	530
Percent of schools	62.6	33.8	77.0	62.8	46.4	77.5

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Includes schools that differentiate between lower and upper division courses, and that offer lower division courses.

[3]Calculated by dividing the number of schools that ever offer courses by the total number of schools in that category. This footnote applies to all subjects.

[4]Calculated by dividing the number of schools that offered courses in fall 1988 by the total number of schools in that category. This footnote applies to all subjects.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-7.--Number and percent of four-year colleges and universities that offer upper division courses in selected humanities subjects, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
Number of four-year colleges and universities[2]	1,490	510	970	150	400	680
English and American literature						
Ever offer						
Number of schools	1,360	510	850	150	390	670
Percent of schools[3]	91.6	99.6	87.4	98.7	97.9	97.7
Offered in fall 1988						
Number of schools	1,320	510	810	150	380	660
Percent of schools[4]	88.7	98.5	83.5	98.7	96.5	96.5
Foreign languages and literatures						
Ever offer						
Number of schools	1,230	450	780	150	370	570
Percent of schools	82.9	87.7	80.3	98.5	94.0	83.1
Offered in fall 1988						
Number of schools	1,120	410	710	150	360	480
Percent of schools	75.2	79.8	72.8	97.2	90.2	69.9
History						
Ever offer						
Number of schools	1,330	510	820	150	390	670
Percent of schools	89.6	100	84.1	100	97.9	98.0
Offered in fall 1988						
Number of schools	1,300	510	790	150	390	640
Percent of schools	87.6	98.9	81.6	100	97.9	93.7
Philosophy						
Ever offer						
Number of schools	1,300	440	860	150	370	590
Percent of schools	87.3	85.3	88.4	100	93.7	85.9
Offered in fall 1988						
Number of schools	1,080	390	700	150	340	440
Percent of schools	72.9	75.4	71.6	100	85.3	64.4

Table A-7.--Number and percent of four-year colleges and universities that offer upper division courses in selected humanities subjects, by subject and institutional characteristics (continued)

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
Religion						
Ever offer						
Number of schools	970	210	760	110	210	530
Percent of schools	65.0	41.0	77.7	70.1	52.7	77.2
Offered in fall 1988						
Number of schools	850	140	700	90	170	470
Percent of schools	56.9	28.0	72.2	62.2	43.9	68.4

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Includes schools that differentiate between lower and upper division courses, and that offer upper division courses. This includes schools that only enroll upper division students.

[3]Calculated by dividing the number of schools that ever offer courses by the total number of schools in that category. This footnote applies to all subjects.

[4]Calculated by dividing the number of schools that offered courses in fall 1988 by the total number of schools in that category. This footnote applies to all subjects.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-8.--Number of course offerings and enrollments in selected humanities subjects in fall 1988 at four-year colleges and universities that offered the courses in fall 1988, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
English and American literature						
Number of courses	16,000	8,100	7,900	4,200	5,800	5,200
Number of enrollments[2]	707,000	473,000	234,000	261,000	286,000	125,000
Enrollment per 100 students[3]	11.7	10.8	13.7	11.5	11.7	12.0
Foreign languages and literatures						
Number of courses	31,400	15,600	15,800	12,300	9,800	8,300
Number of enrollments	847,000	545,000	302,000	417,000	266,000	145,000
Enrollment per 100 students	14.4	12.6	19.4	18.2	11.1	14.3
History						
Number of courses	19,700	10,100	9,600	5,900	6,700	6,200
Number of enrollments	1,055,000	730,000	325,000	387,000	425,000	201,000
Enrollment per 100 students	17.5	16.6	19.8	16.8	17.4	19.4
Philosophy						
Number of courses	8,800	4,000	4,800	2,400	3,100	2,900
Number of enrollments	462,000	288,000	174,000	168,000	195,000	85,000
Enrollment per 100 students	7.9	6.8	11.0	7.3	8.3	8.6
Religion						
Number of courses	10,900	1,200	9,700	1,300	1,800	5,200
Number of enrollments	384,000	56,000	328,000	51,000	102,000	139,000
Enrollment per 100 students	10.4	2.4	24.4	3.3	8.2	17.8
Composition/writing						
Number of courses	7,000	3,000	4,000	1,500	2,400	2,500
Number of enrollments	979,000	678,000	302,000	346,000	386,000	204,000
Enrollment per 100 students	16.3	15.7	17.7	15.5	15.8	19.9
Remedial/developmental composition						
Number of courses	1,800	700	1,100	200	500	700
Number of enrollments	184,000	134,000	49,000	46,000	87,000	34,000
Enrollment per 100 students	4.1	3.8	4.8	2.8	4.5	4.7

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses. This footnote applies to all subjects.

[3]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. This footnote applies to all subjects.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-9.--Number of lower division course offerings and enrollments in selected humanities subjects in fall 1988 at four-year colleges and universities that offered the courses in fall 1988, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
English and American literature						
Number of courses	5,400	2,800	2,500	1,300	2,000	1,800
Number of enrollments[2]	423,000	297,000	126,000	146,000	186,000	71,000
Enrollment per 100 students[3]	7.9	7.3	9.7	6.7	8.4	8.5
Foreign languages and literatures						
Number of courses	15,700	8,000	7,600	5,600	5,200	4,400
Number of enrollments	608,000	412,000	195,000	305,000	195,000	97,000
Enrollment per 100 students	11.2	9.9	15.5	13.9	8.6	11.0
History						
Number of courses	7,300	3,600	3,700	1,700	2,400	2,800
Number of enrollments	734,000	539,000	195,000	249,000	321,000	142,000
Enrollment per 100 students	13.4	12.9	14.7	11.3	14.2	15.8
Philosophy						
Number of courses	3,600	1,700	1,900	900	1,300	1,300
Number of enrollments	328,000	220,000	108,000	125,000	143,000	55,000
Enrollment per 100 students	6.3	5.5	8.9	5.7	6.8	6.8
Religion						
Number of courses	4,500	500	3,900	500	800	2,300
Number of enrollments	256,000	38,000	218,000	32,000	74,000	90,000
Enrollment per 100 students	8.5	1.9	20.6	2.3	8.1	14.1

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses. This footnote applies to all subjects.

[3]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. This footnote applies to all subjects.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-10.--Number of upper division course offerings and enrollments in selected humanities subjects in fall 1988 at four-year colleges and universities that offered the courses in fall 1988, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
English and American literature						
Number of courses	9,200	5,100	4,100	2,800	3,400	2,700
Number of enrollments[2]	237,000	163,000	74,000	105,000	87,000	37,000
Enrollment per 100 students[3]	4.3	3.9	5.6	4.9	3.8	4.1
Foreign languages and literatures						
Number of courses	12,800	6,900	5,800	5,700	3,900	2,900
Number of enrollments	167,000	107,000	61,000	87,000	49,000	28,000
Enrollment per 100 students	3.2	2.7	5.2	4.0	2.2	4.2
History						
Number of courses	10,700	6,300	4,400	3,700	4,000	2,600
Number of enrollments	254,000	173,000	82,000	119,000	90,000	36,000
Enrollment per 100 students	4.6	4.1	6.2	5.4	3.9	4.1
Philosophy						
Number of courses	4,200	2,200	2,100	1,400	1,600	1,100
Number of enrollments	96,000	56,000	40,000	36,000	43,000	15,000
Enrollment per 100 students	1.9	1.5	3.5	1.6	2.1	2.3
Religion						
Number of courses	5,300	600	4,700	700	900	2,500
Number of enrollments	95,000	17,000	78,000	15,000	25,000	34,000
Enrollment per 100 students	3.3	0.9	7.8	1.1	2.8	6.3

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses. This footnote applies to all subjects.

[3]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. This footnote applies to all subjects.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-11.--Number of enrollments in selected humanities subjects in fall 1985 at four-year colleges and universities that offered the courses in fall 1985, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
English and American literature						
Number of enrollments[2]	653,000	435,000	218,000	246,000	258,000	132,000
Enrollment per 100 students[3]	11.7	10.8	14.2	11.0	11.5	13.7
Foreign languages and literatures						
Number of enrollments	816,000	493,000	323,000	413,000	233,000	156,000
Enrollment per 100 students	14.9	12.3	22.2	18.5	10.5	16.8
History						
Number of enrollments	952,000	651,000	301,000	344,000	389,000	193,000
Enrollment per 100 students	17.0	16.0	19.4	15.4	17.2	20.0
Philosophy						
Number of enrollments	443,000	255,000	188,000	165,000	177,000	89,000
Enrollment per 100 students	8.2	6.4	12.8	7.4	8.2	9.9
Religion						
Number of enrollments	401,000	53,000	348,000	61,000	99,000	143,000
Enrollment per 100 students	11.9	2.5	27.3	4.3	8.3	20.0
Composition/writing						
Number of enrollments	814,000	571,000	243,000	311,000	320,000	160,000
Enrollment per 100 students	15.0	14.6	16.0	14.3	14.5	17.6
Remedial/developmental composition						
Number of enrollments	199,000	150,000	49,000	57,000	89,000	47,000
Enrollment per 100 students	4.9	4.6	5.9	3.6	4.9	7.3

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses. This footnote applies to all subjects.

[3]Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. This footnote applies to all subjects.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-12.--Number of enrollments in selected humanities subjects in fall 1980 at four-year colleges and universities that offered the courses in fall 1980, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
English and American literature						
Number of enrollments[2]	658,000	424,000	234,000	237,000	265,000	134,000
Enrollment per 100 students[3]	11.7	10.4	15.1	10.8	11.5	13.7
Foreign languages and literatures						
Number of enrollments	786,000	471,000	315,000	374,000	237,000	156,000
Enrollment per 100 students	14.2	11.7	20.9	16.9	10.7	16.1
History						
Number of enrollments	970,000	648,000	322,000	329,000	416,000	185,000
Enrollment per 100 students	17.2	15.9	20.6	14.9	18.0	19.3
Philosophy						
Number of enrollments	409,000	235,000	174,000	144,000	167,000	87,000
Enrollment per 100 students	7.7	6.0	12.2	6.5	7.9	9.5
Religion						
Number of enrollments	466,000	48,000	418,000	45,000	96,000	144,000
Enrollment per 100 students	13.2	2.3	32.0	3.3	7.7	20.3
Composition/writing						
Number of enrollments	841,000	591,000	250,000	310,000	339,000	167,000
Enrollment per 100 students	15.5	15.1	16.3	14.6	15.2	18.1
Remedial/developmental composition						
Number of enrollments	172,000	123,000	50,000	56,000	73,000	37,000
Enrollment per 100 students	4.8	4.3	6.4	4.0	4.9	6.2

[1] Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2] Includes duplicated counts of students enrolled in more than one course in a given subject, and thus cannot be interpreted as the number of students enrolled in humanities courses. This footnote applies to all subjects.

[3] Subject enrollments standardized by the institutional enrollments to produce the number of humanities enrollments per 100 students at institutions that offer courses in the particular subject. This footnote applies to all subjects.

NOTE: The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-13.--Changes in enrollment per 100 students from 1980 to 1985, 1985 to 1988, and 1980 to 1988 in selected humanities subjects at four-year colleges and universities that offered the courses, by subject and institutional characteristics

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
English and American literature						
1980-1985						
Amount of change[2]	#	+0.4	-0.9	+0.2	•	#
Percent change[3]	–	–	–	–	–	–
1985-1988						
Amount of change[4]	-0.1	+0.1	-0.5	+0.4	+0.2	-1.6
Percent change[5]	–	–	–	–	–	–
1980-1988						
Amount of change[6]	-0.1	+0.4	-1.4	+0.6	+0.3	-1.7
Percent change[7]	–	–	–	–	–	–
Foreign languages and literatures						
1980-1985						
Amount of change	+0.7	+0.6	+1.3	+1.6	-0.2	+0.6
Percent change	+5.1	–	+6.1	+9.8	–	–
1985-1988						
Amount of change	-0.5	+0.3	-2.8	-0.3	+0.6	-2.4
Percent change	–	–	-12.5	-	–	-14.5
1980-1988						
Amount of change	+0.2	+0.9	-1.5	+1.3	+0.4	-1.8
Percent change	–	+8.0	–	–	–	–
History						
1980-1985						
Amount of change	-0.2	+0.2	-1.1	+0.5	-0.7	+0.8
Percent change	–	–	–	–	–	–
1985-1988						
Amount of change	+0.5	+0.6	+0.4	+1.4	+0.2	-0.6
Percent change	–	–	–	+9.2	–	–
1980-1988						
Amount of change	+0.3	+0.8	-0.8	+1.9	-0.6	+0.1
Percent change	–	–	–	+12.7	–	–

Table A-13.--Changes in enrollment per 100 students from 1980 to 1985, 1985 to 1988, and 1980 to 1988 in selected humanities subjects at four-year colleges and universities that offered the courses, by subject and institutional characteristics (continued)

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
Philosophy						
1980-1985						
Amount of change	+0.5	+0.5	+0.5	+0.9	+0.3	+0.4
Percent change	+6.3	+7.7	–	+13.3	–	–
1985-1988						
Amount of change	-0.2	+0.3	-1.7	-0.1	+0.2	-1.3
Percent change	–	–	-13.5	–	–	-12.8
1980-1988						
Amount of change	+0.2	+0.8	-1.2	+0.8	+0.4	-0.9
Percent change	–	+13.0	-9.8	+12.3	–	–
Religion						
1980-1985						
Amount of change	-1.3	+0.2	-4.7	+1.0	+0.6	-0.3
Percent change	–	–	–	+30.1	–	–
1985-1988						
Amount of change	-1.5	-0.1	-2.8	-1.0	-0.1	-2.2
Percent change	-12.6	–	-10.4	-24.1	–	–
1980-1988						
Amount of change	-2.8	+0.1	-7.6	#	+0.5	-2.5
Percent change	–	–	–	–	–	–
Composition/writing						
1980-1985						
Amount of change	-0.5	-0.6	-0.3	-0.3	-0.7	-0.5
Percent change	–	–	–	–	–	–
1985-1988						
Amount of change	+1.3	+1.2	+1.7	+1.2	+1.3	+2.3
Percent change	+8.9	–	–	–	+9.1	+13.2
1980-1988						
Amount of change	+0.8	+0.6	+1.3	+0.9	+0.6	+1.8
Percent change	–	–	–	–	–	–

Table A-13.--Changes in enrollment per 100 students from 1980 to 1985, 1985 to 1988, and 1980 to 1988 in selected humanities subjects at four-year colleges and universities that offered the courses, by subject and institutional characteristics (continued)

Subject	Total	Control		Type[1]		
		Public	Private	Doctoral	Comprehensive	Baccalaureate
Remedial/developmental composition						
1980-1985						
Amount of change[2]	+0.1	+0.3	-0.5	-0.4	+0.1	+1.1
Percent change[3]	–	–	–	–	–	–
1985-1988						
Amount of change[4]	-0.8	-0.7	-1.1	-0.9	-0.4	-2.5
Percent change[5]	–	–	–	–	–	-35.0
1980-1988						
Amount of change[6]	-0.7	-0.5	-1.6	-1.2	-0.4	-1.5
Percent change[7]	–	–	–	–	–	–

*Increase of less than 0.1

#Decrease of less than 0.1

--Percents not reported because amount of change is not statistically significant.

[1]Specialized schools are included in the total but are not presented as a separate type, because there are an insufficient number of specialized schools in the survey to make reliable estimates.

[2]Enrollment per 100 students in 1985 minus the enrollment per 100 students in 1980. This footnote applies to all subjects.

[3]Amount of change divided by the enrollment per 100 students in 1980. Percent change is reported only when amount of change is statistically significant. This footnote applies to all subjects.

[4]Enrollment per 100 students in 1988 minus the enrollment per 100 students in 1985. This footnote applies to all subjects.

[5]Amount of change divided by the enrollment per 100 students in 1985. Percent change is reported only when amount of change is statistically significant. This footnote applies to all subjects.

[6]Enrollment per 100 students in 1988 minus the enrollment per 100 students in 1980. This footnote applies to all subjects.

[7]Amount of change divided by the enrollment per 100 students in 1980. Percent change is reported only when amount of change is statistically significant. This footnote applies to all subjects.

NOTE: The amount of change presented in the table is the best estimate of change available in this study. Because these estimates are subject to sampling variability, the amount of change presented is not always statistically significant (i.e., the confidence interval around the estimate of change sometimes includes zero). To indicate when the amount of change is significant (i.e., the confidence interval does not include zero), percent change is reported only when amount of change is statistically significant.

The estimates in this report are based on sample data that have been weighted to produce national estimates. Because these estimates are subject to sampling variability, they have been rounded for presentation in the text and tables. Percents and averages have been calculated based on the actual estimates rather than the rounded values. Amount of change and percent change were computed from unrounded data and then rounded to the nearest tenth.

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-14.--Standard errors for statistics

Subject	Total (4-year)	Control		Type			
		Public (4-year)	Private (4-year)	Doctoral	Comprehensive	Baccalaureate	Two-year
Percent of schools that offered courses in the subject area in fall 1988							
English and American literature	2.1	0	3.2	0	0	1.4	4.0
Foreign languages and literatures	2.3	1.8	3.3	0.9	2.1	1.9	3.8
History	2.3	0	3.4	0	0	1.0	4.0
Philosophy	2.3	3.2	3.0	0	1.9	2.6	4.1
Religion	2.1	3.4	2.2	3.5	3.0	3.6	3.5
Composition/writing	2.2	1.6	2.7	1.0	0	1.5	2.2
Remedial/developmental composition	3.0	3.2	4.4	3.6	4.1	4.6	3.3
Enrollment per 100 students in fall 1988 in schools that offered the courses in fall 1988							
English and American literature	0.5	0.7	0.6	0.7	0.7	0.8	0.4
Foreign languages and literatures	0.6	0.5	1.2	0.8	0.6	1.2	0.3
History	0.6	0.6	0.9	0.6	0.7	1.0	0.6
Philosophy	0.3	0.3	0.7	0.3	0.5	0.5	0.2
Religion	1.7	0.2	4.7	0.3	1.3	1.7	0.4
Composition/writing	0.4	0.5	0.9	0.7	0.5	1.0	0.9
Remedial/developmental composition	0.3	0.3	0.6	0.4	0.4	0.5	0.4

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

Table A-15.--Universe size and number of respondents to the survey on undergraduate course offerings and enrollments in humanities, by school characteristics: spring 1989

School characteristic	Universe	Respondents
All schools	2,828	481
Two-year schools	1,195	152
Four-year schools		
Total	1,632	329
Control		
Public	523	166
Private	1,109	163
Type		
Doctoral	164	78
Comprehensive	418	121
Baccalaureate	752	104
Specialized	298	26

SOURCE: Higher Education Surveys, Undergraduate Course Offerings and Enrollments in Humanities, HES 11, National Endowment for the Humanities, Spring 1989.

APPENDIX B

Technical Notes

Higher Education Surveys (HES)

The Higher Education Surveys (HES) system was established to conduct brief surveys of higher education institutions on topics of interest to Federal policy makers and the education community. The system is sponsored by the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities.

HES questionnaires typically request a limited amount of readily accessible data from a subsample of institutions in the HES panel, which is a nationally representative sample of 1,093 colleges and universities in the United States. Each institution in the panel has identified a HES campus representative, who serves as survey coordinator. The campus representative facilitates data collection by identifying the appropriate respondent for each survey and distributing the questionnaire to that person.

Survey Methodology, Humanities Enrollments Survey

This mail survey on course offerings and enrollments in humanities was conducted at the request of the National Endowment for the Humanities (NEH). The information was collected to provide reliable national estimates of enrollments of undergraduates in specified humanities courses in fall 1988 and to assess changes in enrollments during the 1980s.

The sample for this survey consisted of half of the HES panel, excluding specialized schools in medicine, other health areas, and law, and specialized non-degree granting institutions.[1] Also excluded were schools that did not enroll undergraduates. The questionnaire and cover letter were mailed to the 494 eligible institutions on February 23, 1989. Followup was conducted by telephone from mid-March to late April. Toward the end of data collection, responses were collected by telephone as the respondents completed the questionnaire. Data were adjusted for questionnaire nonresponse and weighted to national totals.

An overall response rate of 97 percent was obtained from the 494 eligible institutions. The response rate among public and private institutions was very similar (98 percent and 97 percent, respectively). The response rate by type of institution also did not vary much, ranging from 92 percent among specialized schools to 100 percent among baccalaureate schools.

Schools were classified according to their type in fall 1988 for analyses of the data for all three years. This was necessary because some of the schools previously classified as two-year schools have since become four-year schools. The reclassification resulted in five two-year schools being reclassified as baccalaureate schools, three two-year schools being reclassified as specialized schools, and one two-year school being reclassified as a comprehensive school.

Imputation was performed for missing data for the "total" humanities enrollments (i.e., the sum of the number of enrollments in a particular subject), as well as for the number of undergraduate students enrolled in the school for 1980, 1985, and 1988. These imputed numbers are used only in the section of the report under the heading "Number of Enrollments in Humanities." Although item nonresponse was not great (ranging from less than 1 percent for 1988 to 12 percent or less for 1980), the imputation allowed more accurate estimates of total enrollments, and allowed comparisons of total enrollments across the three years of the survey. Imputation was particularly important for the information provided for 1980, where item nonresponse was highest. Imputed numbers were not used for the data on enrollments per 100 students, because these standardized numbers contain an implicit imputation.

Reliability of Survey Estimates

The findings presented in this report are estimates based on the sample from the HES panel and, consequently, are subject to sampling variability. If the questionnaire had been sent to a different sample, the responses would not have been identical; some figures might have been higher, while others might have been lower. The standard error is a measure of the variability due to sampling when estimating a statistic. It indicates how much variability there is in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the

[1] A slightly different set of schools was excluded for HES #3, which obtained humanities enrollment data for 1980 and 1985. In HES #3, the following specialized schools were excluded: medicine, other health areas, engineering, business and management, and law.

precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of four-year schools offering history in fall 1988 is 93.8 percent and the estimated standard error is 2.3. The 95 percent confidence interval for this statistic extends from 93.8 - (2.3 times 1.96) to 93.8 + (2.3 times 1.96), or from 89.3 to 98.3 percent. This means one can be 95 percent confident that this interval contains the true population value. Estimates of standard errors for the estimates were computed using a replication technique known as jackknife replication. The estimated standard errors for some key statistics are shown in Appendix Table A-14.

School Type Relationships

The data in this report are presented as "total" figures, which represent all kinds of four-year or two-year schools grouped together, and for four-year schools are also broken down by school control and type. These classifications are:

- School control
  - Public
  - Private
- School type (based on the U.S. Department of Education's HEGIS classifications)
  - Doctoral-granting: schools characterized by a significant level and breadth of activity in and commitment to doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings.
  - Comprehensive: schools characterized by diverse postbaccalaureate programs (including first-professional) but which do not engage in significant doctoral-level education.
  - Baccalaureate: schools characterized by their primary emphasis on general undergraduate, baccalaureate-level education, and which are not significantly engaged in postbaccalaureate education.
  - Specialized: baccalaureate or postbaccalaureate schools characterized by a programmatic emphasis in one area (plus closely related specialties); programmatic emphasis is measured by the percentage of degrees granted in the program area.
  - Two-year: schools that confer at least 75 percent of their degrees and awards for work below the bachelor's level.

As can be seen in Figures B-1 and B-2, these school characteristics are related to each other:

- Among doctoral schools, 66 percent are public.
- Among comprehensive schools, 61 percent are public.
- Among baccalaureate schools, 84 percent are private.
- Among specialized schools, 88 percent are private.
- Among four-year public schools, 49 percent are comprehensive.
- Among four-year private schools, 57 percent are baccalaureate.

Among two-year schools, 76 percent are public.

Figure B-1

Percents of Each Type of Four-year School that are Public and Private

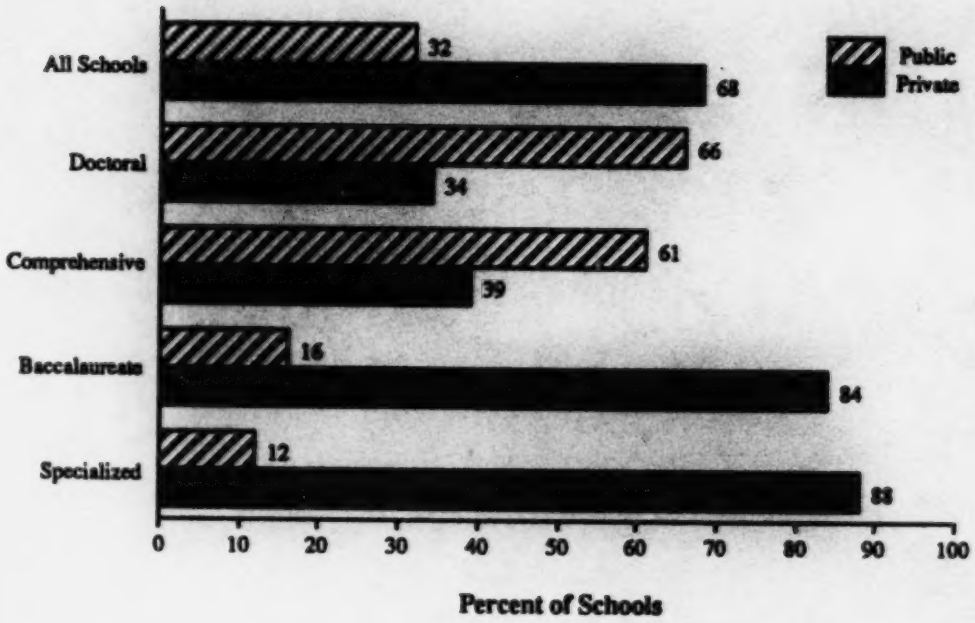
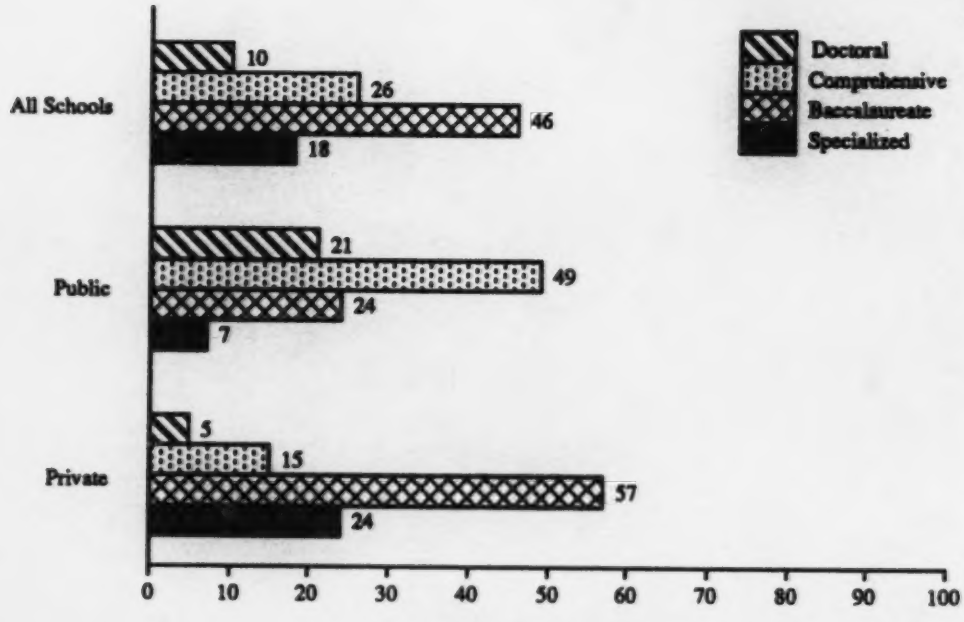


Figure B-2

Percents of Public, Private, and All Four-year Schools that are Doctoral, Comprehensive, Baccalaureate, and Specialized



APPENDIX C

Survey Questionnaire

Higher Education Surveys

OMB # 3145-0009
Exp. 01/31/90

UNDERGRADUATE COURSE OFFERINGS AND ENROLLMENTS IN HUMANITIES

February 1989

Dear Colleague:

On behalf of the National Endowment for the Humanities (NEH), I request your participation in our Higher Education Survey on *Undergraduate Course Offerings and Enrollments in Humanities*. Please complete the survey for your entire institution.

The purpose of this survey is to collect information about the number of humanities courses offered by colleges and universities, and the number of students enrolled in these courses. The data will provide representative national estimates of humanities course offerings and enrollments, and will allow assessment of changes in these areas since 1985, the last year for which national data are available. Your participation in this survey, while voluntary, is vital to the development of these national estimates.

A copy of the HES report will be sent to your institution after this study is completed. If you have any questions about this survey, please call Dr. Laurie Lewis at Westat's toll-free number, 800-937-8281.

Thank you very much for your assistance.

Sincerely,

Jeffrey D. Thomas
National Endowment for the Humanities

Sponsored by the National Science Foundation, the National Endowment for the Humanities, and the Department of Education

HUMANITIES SUBJECTS

1. **English Composition:** Distinguish between (a) remedial/developmental writing courses, and (b) composition/writing courses offered by the English department. Do not include courses for non-native speakers (e.g., ESL), technical writing courses, journalism courses, or communications courses. No distinction between upper and lower division is made in this item.

2. **English and American Literature:** Include courses encompassing English-speaking literatures and genres (e.g., Modern Novels, 20th Century Poetry). Exclude writing courses, which are counted separately under item 1, "English Composition."

3. **Foreign Languages and Literatures:** Include courses in foreign languages, both modern and ancient; foreign literature, whether offered in the original language or in translation; and classics.

4. **History:** Include all history courses, Western and non-Western Civilization, and American Studies.

5. **Philosophy.** Include all philosophy courses.

6. **Religion:** Include all religion and theology courses.

   NOTE: If you are unable to provide separate figures for philosophy and religion courses, enter all information under philosophy.

INSTRUCTIONS AND DEFINITIONS

Number of Courses: Provide the number of separate undergraduate courses (as identified by course title or number), not the number of sections.

Enrollment Figures:

- Include all full- and part-time **undergraduate** students who are enrolled in for-credit academic courses (including day, evening, and weekend courses).
- Do not include students in noncredit adult education courses and noncredit extension courses.
- Count only those students still registered after the "drop/add" cutoff date.
- Students enrolled in more than one course in a given area should be counted for each course. For example, a student enrolled in two upper division English Literature courses would be counted twice in item 2b.

Course level:

Lower Division Courses: For-credit courses designed for undergraduates in the first two years of a four-year curriculum; two-year colleges should report all data here.

Upper Division Courses: For-credit courses designed for undergraduates during the third and fourth years of a four-year curriculum.

I. Are you able to provide separate figures for lower and upper division courses?

☐ Yes (REPORT DATA SEPARATELY FOR LOWER AND UPPER DIVISION COURSES IN SECTION II)

☐ No (CHECK THE APPROPRIATE REASON BELOW)

_____ Have only upper division (junior and senior) students (ENTER ALL DATA IN THE SPACES RESERVED FOR UPPER DIVISION COURSES IN SECTION II)

_____ Two-year college --offer only lower division courses

_____ Do not distinguish lower and upper division courses

_____ Other; specify_____

} ENTER ALL DATA IN THE SPACES RESERVED FOR LOWER DIVISION COURSES IN SECTION II

II. UNDERGRADUATE COURSES AND ENROLLMENTS

SUBJECT AND COURSE LEVEL	DOES INSTITUTION EVER OFFER ANY COURSES IN THIS SUBJECT?	DID INSTITUTION OFFER COURSES IN THIS SUBJECT IN FALL 1988?	NUMBER OF COURSES (NOT SECTIONS) OFFERED IN FALL 1988	NUMBER OF STUDENTS ENROLLED IN COURSES IN FALL 1988
1. ENGLISH COMPOSITION				
1a. Remedial/Developmental	YES NO	YES NO		
1b. Composition/Writing	YES NO	YES NO		
2. ENGLISH AND AMERICAN LITERATURE				
2a. Lower Division	YES NO	YES NO		
2b. Upper Division	YES NO	YES NO		
3. FOREIGN LANGUAGES AND LITERATURES				
3a. Lower Division	YES NO	YES NO		
3b. Upper Division	YES NO	YES NO		
4. HISTORY				
4a. Lower Division	YES NO	YES NO		
4b. Upper Division	YES NO	YES NO		
5. PHILOSOPHY				
5a. Lower Division	YES NO	YES NO		
5b. Upper Division	YES NO	YES NO		
6. RELIGION				
6a. Lower Division	YES NO	YES NO		
6b. Upper Division	YES NO	YES NO		

SURVEY CONTINUED ON NEXT PAGE

III. SCHOOL INFORMATION

1. How many undergraduate students (full-time and part-time) were enrolled in your institution in fall 1988? _____

2. Which of the following best describes your school? (CHECK ONLY ONE)

_____ Two-year school only (do not award any degree higher than an associate degree)

_____ Predominantly a two-year school, but have some four-year programs (i.e., award some baccalaureate degrees)

_____ Four or five-year baccalaureate school; may also offer graduate degrees (CHECK LEVEL OF STUDENTS BELOW)

_____ Both lower division (freshman and sophomore) and upper division (junior and senior) students

_____ Only upper division (junior and senior) students

_____ Graduate or professional school only (do not award associate or baccalaureate degrees)

_____ Other, please specify:_____

3. IF SCHOOL IS TWO-YEAR OR PREDOMINANTLY TWO-YEAR:

Which of the following best describes the programs offered at your school? (CHECK ONLY ONE)

_____ Academic

_____ Vocational/occupational

_____ Both academic and vocational/occupational

4. Do we have permission to release these data to the National Endowment for the Humanities with your institutional identification code? All information published by NEH will be in aggregate form only.

☐ Yes
☐ No

Please sign_____

Thank you for your assistance. Please return this form by March 17 to:

Higher Education Surveys
WESTAT
1650 Research Boulevard
Rockville, MD 20850

Person completing form:

Name:_____

Title:_____

Telephone:_____

Please keep a copy of this survey for your records

If you have any questions or problems concerning this survey, please call Laurie Lewis at (800) 937-8281 (toll-free).

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 21,1991